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ABSTRACT

New York State's migrant education program aims to provide each eligible child supplemental education programs that will best meet his assessed needs. In addition to improving skills in reading, mathematics and bilingual education, the comprehensive programs aim to improve health and nutrition, provide recreational activities, and bolster positive self-concepts. Linked to the work of other State agencies providing services to migrant children, the programs are designed to maximize teaching efforts to meet the migrant child's needs. During the 1975-76 fiscal year, tutorial instruction, summer schools, regular school supplemental programs, health education, and bilingual education programs were available to migrant children. A census project identified migrant children in the State's rural counties and provided biweekly updates of migrant child population statistics by county and school districts during the spring, summer, and fall. Support service was provided to local educational agencies to increase their utilization and understanding of the Migrant Student Record Transfer System (MSRTS). Special emphasis was directed toward the tutorial program. Workshops were conducted to familiarize tutors with MSRTS. Interstate cooperation was fostered through the Puerto Rican Coordinator project, Florida Teacher Exchange, Florida Nutrition Aides program, Texas Child Migrant Program, and attendance at regional and national workshops. (NQ)

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# MIGRANT EDUCATION 76

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Migrant Education
Albany, New York 12234

Nov 1976

Report of the Fiscal 1976 Program for the Education of Children of Migrant Farmworkers in New York State

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# Introduction

Migrant children belong to no specific community, to no specific school district. Rather, school districts - interstate and intrastate - share the responsibility of making an equal education opportunity possible for them. Because migrant children find their education so often interrupted, many underachieve in relation to other children who do not migrate.

The Bureau of Migrant Education (BME), through its State and Federal funds, provides for supplemental services that migrant children need in order to function in a learning situation. Emphasis is placed on identifying eligible children and providing priority educational programs for them. First priorities in meeting their educational needs are those of reading, mathematics and bilingual education. Program objectives are designed to encompass the home and community in the education environment. Instructional strategies are used to meet the needs of the children, both in and out of school, through a comprehensive approach to personalized instruction.

This report presents highlights of BME supported programs during the 1975-76 fiscal year (FY-76). It was prepared by the Migrant Program Communications Project under the direction of the BME. The principal writer was Tad Thompson and manuscript preparation was by Janet Manciocchi. Statistical data was provided by the New York State Migrant Census Office of the BME and by the Bureau of School-Community Program Evaluation, New York State Education Department.

Richard A. Bove

*Chief, Bureau of Migrant Education*

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# Overview

New York State's effort to meet the education needs of migrant children receives funding and direction from the U.S. Office of Education's Migrant Program Branch. Funds are appropriated by the U.S. Congress through amendments to the Title I, Elementary and Secondary Education Act. The New York State Legislature also contributes funds toward the operation of summer school programs for migrant children.

Responsibilities for allocation of the funds rests with the New York State Education Department's Office of Elementary, Secondary and Continuing Education Division through the Division of Educational Opportunity Programs. Within this, the Bureau of Migrant Education (BME) fosters both direct and supportive services aimed at maximizing educational opportunities for migrant children. The BME operates three regional offices in the Western (I), Central (II), and Eastern (III) areas of New York State.

In planning programs with Local Education Agencies (LEA's) to meet the needs of underachieving migrant children, the BME follows three major priorities - reading, mathematics and bilingual education. The objective of the statewide program is to identify every eligible migrant child in New York State and to involve that child in a supplemental education program that meets the child's needs.

The method employed follows six basic steps:

1. Identifying the child through census information generated from a number of sources, primarily from the BME's Census Project operated statewide.
2. Involving the child, as soon as possible after identification, in a project funded by the BME.
3. Conducting a needs assessment for each child.
4. Involving the child in a program that meets his or her prescribed needs.
5. Keeping records on the child's progress and entering all relevant health and academic information in the Migrant Student Record Transfer System (MSRTS).

6. Evaluating the child's progress through appropriate tests and other methods.

This design for involving migrant children in education programs is supplemented by a range of State agencies and services focusing on all the needs of the child. Agencies such as the Department of Labor, Department of Health, Department of Agriculture and Markets, Department of State, Department of Parks and Recreation, the Division of Human Rights and others coordinate to meet the needs of the migrant child and family.

Support services like Census, MSRTS User Training, Day Care, Interagency Coordination and Information Dissemination strengthen the direct teaching programs. Teaching efforts are carried out at the local level through cooperative agreements with LEA's (Local Education Agency) which conduct BME-sponsored programs.

LEA's are schools, colleges and universities and Boards of Cooperative Education Services (BOCES). Colleges, universities and BOCES conduct tutorial outreach programs and health education for migrant children within several school districts, with the cooperation of the local schools. Local schools generally conduct programs such as in-school supplementary programs and summer schools for migrant children who reside within the school district boundaries.

# Eligibility

Identifying a migrant child and determining whether he or she is eligible to receive supplemental education is based on three specific categories. The categories have been developed by the BME in accordance with amendments to the Federal Title I, ESEA Act of 1965. The definitions are as follows:

INTERSTATE - A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent/

guardian or member of his/her immediate family might secure temporary or seasonal employment in agriculture/ fishing or in related food processing activities.

Status 1 = Interstate agriculture
Status 4 = Interstate fishing

INTRASTATE - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent/guardian or member of his/ her immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

Status 2 = Intrastate agriculture
Status 5 = Intrastate fishing

FORMERLY MIGRATORY (5-year migrants) - A child who has been an interstate or an intrastate migrant as defined above but who along with his/her parent or guardian has ceased to migrate within the past 5 years and now resides in an area in which a program for migratory children is to be provided.

Status 3 = Formerly agriculture
Status 6 = Formerly fishing

Migrant children are also identified by True and Resettled categories. These categories are defined as follows:

TRUE - A child who has moved with a parent or guardian within the past year across state and/or school district boundaries in order that a parent or guardian or member of his immediate family might secure temporary or seasonal employment in agriculture, fishing or any related food processing activities.

RESETTLED - A child who has migrated across state or school boundaries with his parent or guardian, but has ceased to migrate in the past five years and has settled in an area where a program for migrant children is provided.

Only specific agricultural-related activities are accepted under terms of the Federal guidelines. These activities include:

1. Farm activities related to field crops such as alfalfa, broomcorn, flax, hops, peanuts and sugar beets.
2. Orchard activities related to fruit and nut trees and vines including sorting, freezing, and picking.
3. Farm activities related to the production of vegetables including sorting, freezing, and canning.

4. Farm activities engaged in the production of milk and other dairy products, omitting commercial dairies not located on a farm .

5. Farm activities related to the production of poultry and poultry products located on the farm.

6. Farm or ranch activities related to the production of livestock and livestock products located on the farm.

7. Farm activities related to horticultural crops such as bulbs, flowers, plants shrubbery, trees, herbs, mushrooms, seeds, and sod crops.

8. Fishery activities.

# National Goals of Migrant Education

Since the education of migrant children is a shared responsibility of local schools and state education agencies in many states, it has been deemed proper that nationwide goals be established for those agencies to strive toward to meet the needs of migrant children. In 1971, the state directors of migrant education programs, through a Committee for National Evaluation of Migrant Education Programs, developed 11 goals.

The goals which the Committee developed continue to be the national priorities for migrant education programs. The implementation of the goals vary with the situation and conditions existing in each state and local educational agency. The goals are to:

-provide the opportunity for each migrant child to improve communication skills necessary for varying situations

-provide the migrant child with preschool and kindergarten experiences geared to his or her psychological and physiological development that will prepare him or her to function successfully

-provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with

his or her potential

-provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills

-provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children

-implement programs, utilizing every available Federal, state and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children

-develop in each program a component of intrastate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program

-develop communications involving the school, the community and its agencies and the target group to insure coordination of all available resources for the benefit of migrant children.

-provide for the migrant child's physical and mental well-being by including dental, medical, nutritional and psychological services.

-provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student efforts.

-increase staff self-awareness of their personal biases and possible prejudices, and upgrade skills for teaching migrant children by conducting in-service and preservice workshops.

# Tutorial Outreach

Efforts by New York State educators to meet the needs of migrant children date back more than 20 years. Approximately 10 years before Federal ESEA Title I funds were available for migrant education to states, New York had funded special programs for migrant students during summer months.

Funds for migrant education programs in New York have grown from $10,000 in fiscal year 1956 to approximately $3 million for fiscal year 1976. The increase

in Federal and State funding over the years has permitted an increase in educational services to migrant children. This 20-year experience also revealed a formidable obstacle to the efforts of migrant educators. That obstacle is meeting individual needs of migrant children through individualized instruction within the regular school classroom. The obstacle has increased both in size and complexity over the years.

New York's fall harvest season brings the greatest influx of migrant workers to the State. Likewise, the greatest number of migrant children enroll in public schools throughout the State at that time, mainly in small, rural school districts. The length of time the children remain in these school districts will vary with the length of the harvest. Migrant families may arrive in September and leave in late October, mid-November or even as late as early December.

As more and more migrant children enroll temporarily in regular school systems, the pressure to provide supplemental educational opportunities increases upon these school systems. Both the local school children and the migrant children suffer from the overcrowding and high pupil-to-teacher ratio.

Another aspect of the problem that is contrary to the impacted schools' situation is that of reaching individual migrant children when their numbers are small within a given school district. Migrant children are scattered throughout many rural school districts. It is not practical or, in some cases, possible to develop separate supplemental project in each school district that may have a small group of migrant students enrolled.

Still a third aspect of this overall problem involves the intrastate migrant child. Through a sophisticated census-recruitment operation, more and more New York State children are being identified who move with their families to seek farm work within the State. Since these children may be placed within several different schools, they can suffer the same lack of educational continuity as children moving interstate and have the same need for supplemental educational services.

The BME's Migrant Census operation identified migrant children within approximately 250 of the 760 independent school districts in New York during FY-76. The children identified represent true interstate, true intrastate, and resettled or formerly migratory children.

The BME, in cooperation with regionally based LEA's, has developed a system which focuses upon the needs of individual migrant children. The system permits each child to receive individualized reading, mathematics, and bilingual/ESL skill building activities with an instructor on a one-to-one basis.

The system is called Tutorial Outreach Program System (TOPS). The primary goal of TOPS is to reach widely scattered migrant children with individualized instruction at a cost-feasible fashion. It employs individualized, child-centered instruction in a non-threatening atmosphere where the child competes only with himself. It utilizes:

1. Outreach centers that are centralized to school districts with migrant populations;
2. Single administrative staffs;
3. Centralized materials depository; and
4. Outreach to migrant children in local school districts.

Among the goals of TOPS are the identification and involvement of each eligible migrant child in an intensified and individualized reading, mathematics and/or bilingual/ESL program which meets each child's diagnosed academic needs. TOPS also helps each migrant child to experience successful learning through the use of appropriate curriculum and to develop positive self-concepts and confidence which will enhance other educational activities.

Among the objectives of TOPS are increasing each child's academic skills, developing positive attitudes toward school and himself/herself, fostering cooperation bewteen migrant programs and the local schools, and encouraging parental involvement in the child's school experience.

The FY-76 TOPS expanded upon the successes experienced from two pilot tutorial projects initiated in fiscal 1974 and seven projects conducted in FY-75.

Approximately 150 cooperating local school districts with identified migrant child populations cooperated with 10 TOPS Program Centers. The centers are located in the State University Colleges at Brockport, Fredonia, Geneseo, New Paltz, Oneonta, and Oswego; Board of Cooperative Education Services (BOCES) facilities in Batavia, Castleton, Herkimer, and Westhampton Beach. Approximately $980,000 was allocated for TOPS programs in FY-76.

Each centralized TOPS Center hires qualified persons from the local community as tutors. Tutors may be certified teachers, graduate students or persons with educational training. Materials and training (both preservice and inservice) are provided. The programs' effectiveness is evaluated and extensive records are maintained on each child's progress in both cognitive and affective domains.

*Formula*

All TOPS Centers conduct programs on a five-step formula:

1. Identification of the children to be served;
2. Assessment of the children's individual academic needs;
3. Design of a learning prescription to meet the diagnosed needs;
4. Involvement of the children in tutorial instruction; and
5. Evaluation of the program's effectivess for each child.

*Identification*

A special Migrant Census Office of the BME hires 22 part-time census takers each year to canvass all of New York's rural counties, small town, and cities and identify migrant children ages 0-20. Information on the children and their families is gathered and the family is advised of the special educational programs available to them in their area. The local school district and the nearest TOPS Center is notified of the school-age migrant children identified. In most cases, the center and the school have already reached an agreement to have a tutor sent in to work with the children even before they

arrive. This prevents a delay in contacting the children and an assessment of their individual academic needs.

*Needs Assessment*

All migrant children in tutorial programs are administered the Spache Diagnostic Reading Scale and the Woodcock Diagnostic Reading Assessment for reading. Based on these assessments, a criterion referenced approach is employed to evaluate reading instruction entry levels into the Random House Criterion Reading Program. For mathematics, assessments of the Individualized Mathematics System are used to determine a child's comprehension of mathematics skills. Both the Criterion Reading Program and the Individualized Mathematics System are used by tutors to have constant, individualized skill-building assessment. The Bilingual Syntax Measure is administered to establish a child's dominant language so that he/she may receive tutorial instruction in his/her dominant language. The Illyn Test determines the level of English language competence.

*Design Learning Prescription*

Once a diagnostic outcome assessment is completed, the tutor plans specific learning objectives which will work to close conceptual gaps in the child's reading, mathematics or language performance. The tutor's prescription utilizes the criterion skill-building format and is keyed to the child's regular classroom materials. The classroom teacher is involved in the planning of the child's tutorial activities.

*Tutorial Instruction*

After deficiencies have been identified, a prescription made and materials selected or made, individual instruction begins, usually within 5 days of the tutor's first contact with the child. Using the criterion approach, tutors work on building the child's skills in a step-by-step fashion. Most TOPS Centers emphasize the use of teacher-made learning materials. Migrant children respond well to these teaching aids that are personalized to the child's culture and experience.

The length of tutorial sessions vary from 30 minutes in elementary schools to

an hour in secondary schools. The tutorial sessions develop each child's reading skills in motor coordination, visual input motor response, auditory input-response, phonology, structural analysis, verbal reading, silent reading and creative writing. Tutorial mathematics sessions concentrate upon the manipulative concepts of numeration, measurement, fundamental processes and geometry. In most schools, tutors will meet their children during each school day of the regular academic year for as long as the student remains in the school district. Where needed, concepts are taught in the native language and ESL instruction is provided.

*Evaluation*

The migrant child's "here today, gone tomorrow" lifestyle makes norm-referenced evaluation most difficult. More often than not, migrant children who travel across state lines may be enrolled in a New York school for a few days up to a few months. To validate the results for those who remain in a tutorial program for a minimum length of time, the Spache Diagnostic Reading Scale is utilized for evaluation. The Criterion Reading program also provides a posttest with the learning evaluation assessments. Data on student achievement is at the end of this chapter.

*Record Keeping*

A stated goal of TOPS is to help the child develop positive attitudes toward self and school. To measure success in these areas, the TOPS Centers maintain extensive records. Ancedotal records of the child's performance during the tutorial session are updated daily. Daily attendance is recorded and supervisors observe tutorial sessions to assess the child's attitude toward the tutor and the activity. The student's portfolio, which is maintained by the tutor, contains his diagnostic developmental profile, records of the prescriptions, ancedotal records, observations, records of work completed, samples of the child's work, socio-grams, socio-emotional checklists, informal interest inventories and records of parent conferences as well as tutor-teacher conferences.

Results of self-concept building efforts have been very encouraging. Reports from all sources indicated that the migrant children in tutorial programs feel better about school and themselves as successful learners. Teachers report more class participation and better rapport with non-migrant classmates. Parents have offered testimony that their children want to attend school and are proud of their school work brought from tutorial sessions.

*Flexibility*

A strong point about TOPS concerns its flexibility to meet the needs of migrant children when and where they are identified. Beacuse the TOPS Centers reach out to many individual school districts, staff and materials can be sent to the schools on very short notice. Such administrative flexibility is a unique aspect of the program.

*Adaptability*

Individualized instruction (tutoring) is not a new concept for helping migrant children, but the ease with which TOPS could be adapted to a state or region where migrant children are scattered in a large geographical area does make it a feasible alternative methods of remedial assistance. The management strength of a centralized location, administrative staff and materials center which place no additional burden on the local school is readily apparent.

*Personnel (Staffing)*

Although the different TOPS Centers maintain common goals and objectives, they do exhibit individual characteristics in staffing which also attest to the programs's strength in flexibility. Staffing often reflects different sryles of administration and teaching. Each TOPS Center has a director who meets with the local school administrators to expalin and promote the project. Directors also control budgetary matters, disseminate information on their projects, plan future projects and modify procedures as needed. Some directors also observe tutors, serve as liaison between classroom teachers and tutors; others delegate these functions to project coordinators

or assistants. Project coordinators often have more direct contact with tutors in planning instructional materials. They also supervise data collection for the student's profile and for the MSRTS. Coordinators are generally responsible for establishing parent contact and supervision of the day-to-day TOPS Center operation. Some projects utilize curriculum specialists who are responsible for training tutors in the use of testing materials and for conducting preservice and inservice workshops. They are also generally responsible for maintaining the curriculum center and helping tutors write learning prescriptions, selecting appropriate materials and/or helping with the design and creation of teacher-made materials. TOPS Centers use different combinations of the above job descriptions to fit their own circumstances and needs; the central staff, exclusive of a secretarial position, numbers from two to four.

The migrant tutor is responsible for the daily contact with the migrant child, assessing the child's needs, determining his/her instructional level, administering the learning prescription, and maintaining anecdotal records and evaluation data. Tutors also create and use available teaching materials, attend workshops, work closely with the classroom teacher and assist in the evaluation of the child's social and academic progress. The tutor's student load will vary from center to center, depending upon the student population and scheduling. Most carry a load of up to 10 students daily. They are paid hourly on a sliding scale based upon training and experience.

*Inservice/Preservice*

The centers conduct up to 2 weeks of preservice training for tutors on the nature and needs of migrant children, eligibility requirements, MSRTS, the role and responsibilities to a tutor, uses of assessment instruments for reading and mathematics, record keeping procedures, motivation strategies and creating supplementary instructional materials. Most centers conduct weekly inservice sessions where tutors may share ideas and materials and solve common problems. During some weekly sessions,

tutors make their own materials for working with migrant students' specific needs. Resource persons from college teaching faculties often come to the sessions and provide valuable information and training. In one center tutors are enrolled in graduate remedial reading courses at the State University College. Their course requirements are closely coordinated with their work with migrant children so that the course work will be immediately and directly applicable to the tutoring situation.

*Consortium*

Since the TOPS Centers are scattered across the state, it has been determined beneficial to establish a Migrant Tutorial Consortium of center directors and staff. The Consortium allows the centers to solve common problems, establish common procedures and policies while maintaining the identity and strengths of each center. Standing committees on evaluation, testing and record keeping work to refine the documentation and procedures.

*Community Involvement*

Since many community members are unaware of migrant education in general, and of TOPS Centers in particular, activities are undertaken to raise awareness of the center's activities and objectives. Dissemination of information is handled through school newsletters, flyers to homes and releases to local mass media outlets. Also, information meetings are conducted through local parent-teacher organizations and other school-oriented groups.

*Parental Involvement*

Migrant parents are directly involved with the TOPS Center that serves their children. They are provided information on the program, its objectives and activities. Most centers encourage their tutors to make home visits to encourage parental involvement reinforcement to their children's activities. Some TOPS Centers publish newsletters which go to migrant homes. Most centers sponsor meetings for parents on a regular schedule. Parents are also welcome at all times to visit the centers to discuss any aspect of their children's involvement in tutorial instruction. Parents

also accompany their children on field trips conducted by the tutorial center.

As more children are identified within school districts across the State, TOPS Centers are anticipated to be developed to involve these migrant children in individualized instruction. TOPS is the major effort toward meeting the needs of migrant children in New York State. It is also anticipated that the role of TOPS Centers will be expanded to include adolescent migrant youth ages 14-21 in career exploration, values clarification, and job training. The TOPS concept also shows promise for providing service at the early childhood level as well as the adult level.

*Evidence of Effectiveness*

Evaluation results for children involved in TOPS programs during FY-76 are presented in this section through the following graph and tables.

Figure 1 represents grade equivalent achievement data in both reading and mathematics. The children represented are those migrant children who remained a minimum length of time in a TOPS program so that norm referenced, grade equivalent data could be verified. Numbers of children in grade groupings are in the matrix on the left and report pretest and posttest means. The bar graphs to the right indicate actual achievement. The white bars represent expected achievement before the students received supplemental instruction; the black bar represents actual achievement by the same students after they received supplemental instruction in a TOPS program. For example: 95 grade 1-3 students were expected to achieve .74 (or about three-fourths of the subject material) when they began their supplementary work with a TOPS tutor. After they had completed their work, these children actually achieved above the "normal" expectation (1.0) by .28, 54% above expectations and 28% above average students who do not need supplementary instruction. This means that, through involvement with the TOPS program, underachieving migrant children not only stopped underachieving but were achieving above normal expectations in reading and mathematics. The other graphs show achievements for other age groups of migrant children. In each age group, the actual achievements were signi-

ficantly above expectations and exceeded norm expectations in five or six age groups. (Figure 1 is on page 17.)

Criterion Referenced Testing (CTR) data, while not norm referenced, indicates to what degree treatment in specific skill areas is meeting with success. The instructional objectives in each set of skill areas are presented with pretest and posttest results in Tables A through I. Tables A through D cover criterion reading skills. Criterion mathematics skills are presented in Tables E through I. These tables indicate which learning objectives were being achieved by migrant children following involvement in a TOPS program which they were unable to achieve before. For example: in Table A - Phonetic Analysis, 954 children attempted letter recognition exercises in a pretest and 68% passed the test. The 32% who failed (305) were tested again following skill-building activities, and 71% or 216 passed, indicating the activities were successful with nearly three out of four children. In addition, more may have passed the skill in question in a posttest taken after these statistics were gathered from the TOPS Centers. The remaining tables can be interpreted in like manner. (See Tables A-I, pages 18-21.)

In addition to the cognitive gains these charts and tables represent, the TOPS Centers strive to foster positive self-concepts and attitudes toward school among migrant children. School, community and parental support and involvement are also encouraged by the TOPS Centers.

Tutors maintain anecdotal and attendance records on each of their students. TOPS supervisors maintain close scrutiny of activities through observations, daily instruction records and samples of children's work. Thousands of these confidential records that assist tutors in their work are maintained at TOPS Centers. Tutors also cooperate closely with the regular classroom teachers and share information on the progress of each child.

In their acceptance of the TOPS Centers, school officials provide many supportive services in the school to tutors. School officials request continuance of the program and look for ways to make it an integral part of their school system. In addition to

written support, a video-tape which has been produced by one TOPS Center as a primer on their program, includes interviews with school officials who state their strong support. This video-tape is disseminated statewide and has been offered for interstate dissemination.

*Cost Per Learner**

The following table illustrates the approximate cost of each tutor/child contact session in the TOPS program.

| | INSTALLATION Non-Recurring Costs | SUBSEQUENT YEARS Recurring Costs |
|---|---|---|
| Staff Training | $ 6,000 | $ 6,000 |
| Equipment | 1,000 | 500 |
| Consumables | 5,000 | 5,000 |
| Other Costs | | |
| Administration | 22,000 | 22,000 |
| Salaries | 85,000 | 85,000 |
| Other Benefits | 25,000 | 25,000 |
| TOTAL COSTS | $144,000 | $143,500 |

*Per 100 Full Time Equivalent (FTE) involvements of 200 sessions each (5 sessions per week X 40 weeks). One FTE = 200 sessions X $3.50 per hour (average tutor wage) = $700 + $500 support costs = $1200. $1200 + $200 for administrator = $1400 per FTE or $7.00 per contact session.*

Figure 1

GRADE EQUIVALENT ACHIEVEMENT DATA
Tutorial Programs

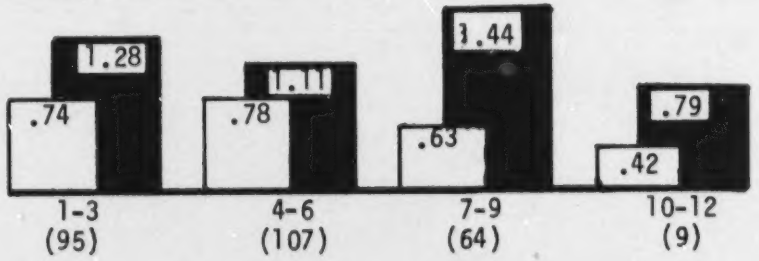
Pretest and Posttest Means

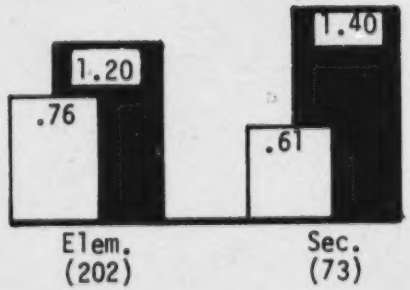
Grade Equivalents

| Level | N | Tested | X1 | X2 |
|---|---|---|---|---|
| 1-3 | 186 | 95 | 2.2 | 3.1 |
| 4-6 | 186 | 107 | 3.8 | 4.6 |
| 7-9 | 132 | 64 | 5.8 | 6.8 |
| 10-12 | 23 | 9 | 6.2 | 6.6 |
| | 527 | 275 | | |

| | | | | |
|---|---|---|---|---|
| Elem. | 372 | 202 | 3.0 | 3.9 |
| Sec. | 155 | 73 | 5.8 | 6.8 |
| | | 275 | | |

Rates of achievement gain prior to and following supplementary education



CRT Reading Tables
Tutorial Programs

| Table A - PHONETIC ANALYSIS | Pretest | | Posttest | |
|---|---|---|---|---|
| | Total Number Attempting Criterion On Pretest | Percent Passing Criterion On Pretest | Total Number Attempting Criterion On Posttest | Percent Passing Criterion On Posttest |
| Instructional Objectives: | | | | |
| Letter Recognition | 954 | 68% | 305 | 71% |
| Medial Consonants | 339 | 78% | 74 | 65% |
| Initial Consonants | 618 | 76% | 146 | 76% |
| Final Consonants & Blends | 962 | 70% | 286 | 73% |
| Consonant Blends | 451 | 54% | 209 | 72% |
| Vowels: Single Letters | 1,001 | 62% | 381 | 74% |
| Vowels: More Than One Letter | 1,280 1/ | 62% | 481 | 71% |
| Consonant Digraphs | 916 | 60% | 368 | 83% |
| Silent Consonants, Hard & Soft C & G | 445 | 72% | 123 | 72% |
| Rhyming Words | 122 | 79% | 27 | 78% |

1/ Number reported may exceed number tested since a child may have taken two or more levels of the CRT.

| Table B - STRUCTURAL ANALYSIS | Pretest | | Posttest | |
|---|---|---|---|---|
| Instructional Objectives: | | | | |
| Compound Words | 379 | 76% | 92 | 73% |
| Contractions | 433 | 79% | 91 | 80% |
| Endings | 632 | 71% | 186 | 64% |
| Prefixes, Suffixes, Affixes | 444 | 78% | 97 | 75% |
| Syllables | 621 | 42% | 359 | 70% |
| Prepositions, Phrases | 759 | 66% | 257 | 65% |
| Sentence Structure | 1,807 | 67% | 595 | 75% |
| Punctuation | 143 | 74% | 37 | 76% |

CRT Reading Tables
Tutorial Programs

| Table C - COMPREHENSION | Pretest | | Posttest | |
|---|---|---|---|---|
| Instructional Objective | Total Number Attempting Criterion On Pretest | Percent Passing Criterion On Pretest | Total Number Attempting Criterion On Posttest | Percent Passing Criterion On Posttest |
| Fantasy and Reality | 49 | 71% | 35 | 64% |
| Classifying | 4,065 | 77% | 3,113 | 77% |
| Inferences, Cause or Effect | 328 | 78% | 328 | 79% |
| Facts and Details | 111 | 73% | 84 | 63% |
| Main Ideas | 470 | 63% | 233 | 73% |
| Picture Clues | 915 | 85% | 775 | 73% |
| Drawing Conclusions | 439 | 72% | 315 | 60% |
| Sequence | 709 | 82% | 584 | 60% |
| Literary Forms | 8 | 50% | 4 | 25% |
| Author's Purpose & Techniques | 294 | 76% | 223 | 72% |
| Setting & Character Analysis | 12 | 58% | 7 | 60% |
| Figures of Speech, Idioms, Colloquialisms, etc. | 174 | 36% | 110 | 69% |
| Comparisons, Analogies, Similes, Metaphors, etc. | 142 | 36% | 78 | 70% |

| Table D - VOCABULARY | Pretest | | Posttest | |
|---|---|---|---|---|
| Antonyms | 146 | 45% | 80 | 78% |
| Homographs | 77 | 53% | 36 | 69% |
| Homonyms | 119 | 60% | 48 | 75% |
| Synonyms | 245 | 53% | 115 | 78% |
| Word Meanings | 1,376 | 84% | 84 | 70% |
| Heteronyms | 46 | 70% | 70 | 71% |

CRT Mathematics Tables
Tutorial Programs

| Table E - NUMBERS, OPERATIONS, AND APPLICATIONS | Pretest | | Posttest | |
|---|---|---|---|---|
| | Total Number Attempting Criterion On Pretest | Percent Passing Criterion On Pretest | Total Number Attempting Criterion On Posttest | Percent Passing Criterion On Posttest |
| Instructional Objectives: | | | | |
| Preoperational Concepts: Equivalence, Equality, Order, Number, Numeral, Fewer, More,.. | 1057 | 63% | 387 | 70% |
| Whole Numbers | 656 | 81% | 725 | 62% |
| Fractions (i.e., Positive Rational Numbers & Zero | 609 | 41% | 360 | 66% |
| Decimals | 99 | 51% | 49 | 71% |
| Real Number System | 19 | 26% | 14 | 64% |
| Addition: Concepts & Skills | 241 | 43% | 137 | 80% |
| Subtraction: Concepts & Skills | 374 | 49% | 190 | 77% |
| Division: Concepts & Skills | 185 | 65% | 65 | 65% |
| Properties of Operations & Relations | 578 | 37% | 366 | 62% |

| Table F - GEOMETRY | Pretest | | Posttest | |
|---|---|---|---|---|
| Instructional Objectives: | | | | |
| Points, Lines, Rays, Line Segments | 175 | 28% | 126 | 55% |
| Parallel & Perpendicular Lines | 39 | 36% | 25 | 52% |
| Regions, Plans, Space Curves | 24 | 25% | 18 | 67% |
| Angles | 20 | 40% | 12 | 92% |
| Polygons: Triangles, Quadrilaterals, & others | 73 | 62% | 28 | 71% |
| Congruence, Similarity, Ration & Proportion | 185 | 41% | 109 | 57% |
| Circles | 21 | 29% | 15 | 87% |
| Spheres, Cylinders, Cones | 22 | 9% | 20 | 55% |
| Coordinate Geometry | 40 | 32% | 27 | 85% |

CRT Mathematics Tables
Tutorial Programs

| Table G - MEASUREMENT | Pretest | | Posttest | |
|---|---|---|---|---|
| | Total Number Attempting Criterion On Pretest | Percent Passing Criterion On Pretest | Total Number Attempting Criterion On Posttest | Percent Passing Criterion On Posttest |
| Instructional Objectives: | | | | |
| Non-standard Measures | 147 | 61% | 58 | 91% |
| Metric System, including conversions | 272 | 47% | 144 | 67% |
| Temperature | 30 | 67% | 10 | 70% |
| Monetary System | 106 | 57% | 46 | 89% |
| Time & Date | 192 | 51% | 95 | 74% |

| Table H - SETS | Pretest | | Posttest | |
|---|---|---|---|---|
| Instructional Objectives: | | | | |
| Empty Set, Subset, Equal Sets, Disjoint Sets | 121 | 55% | 54 | 83% |
| Solution Set for Equations & Inequalities | 100 | 0% | 100 | 100% |

| Table I - PROBLEM SOLVING | Pretest | | Posttest | |
|---|---|---|---|---|
| Instructional Objectives: | | | | |
| Solution of Problems (e.g., Physical Sciences, Social Sciences, Business, Etc.) | 314 | 54% | 147 | 77% |

# 'In-School' Programs

Since 1968, the BME has assisted impacted schools by providing funds to hire professionals, paraprofessionals and non-teaching aides during the regular school term to assist regular classroom teachers who have large numbers of migrant children in their classrooms. Typically, this takes place during the beginning of the regular school term and may last through November.

These temporary employees of the school supplement the existing staff by working with the children both in and out of the classroom and by permitting the regular teachers to work with individual migrant children.

These regular school programs were continued as a means to help reduce the pupil-to-teacher ratio in impacted schools. Toward this end, $339,125 was allocated to 21 school districts in FY-76. Approximately 1,700 migrant children were served through these programs.

# Summer Schools

The BME continued efforts to reach migrant children through summer school programs in FY-76. This year, 24 summer projects provided comprehensive educational programs for approximately 3,235 migrant children. Funds totaling $869,397 were budgeted for summer programs.

Each of the programs had its unique characteristics, but all sought the common goal of serving the needs of the children. Toward that common goal, services were wide-ranging, including health and dental programs, individualized instruction emphasizing mathematics, reading, bilingual education, self-concept building, outdoor education, cultural appreciation experiences and field trips to broaden know-

ledge of the world and environment.

Several programs provided their own medical and dental services to meet the immediate health needs of children and their parents. Program directors also worked closely with established rural clinics by referring persons in need of medical help. Children were afforded physical examinations at the beginning of the summer programs. If health needs were detected, children were given immediate attention. Medical services were greatly speeded through the use of the MSRTS which alerted authorized medical personnel to a child's special health needs.

Learning situations were not confined to the traditional classrooms, but were sometimes found on a playground, on a busy city street or in a migrant camp itself. Development of various academic skills were directed through programmed learning formats that allowed children to progress at their own rate of speed. Programs utilized various instruments to measure pupil achievement.

# Migrant Census

Identifying migrant children in New York's rural counties continues to be a challenge that requires the intense efforts of a special census project that was started in 1973. It is necessitated by the varied nature of movement by migrant families. Children of migrant farmworkers can be found in virtually all parts of the state, in areas heretofore believed to be devoid of a mobile, farmworker population.

They were found not only in labor camps but on dairy farms, nurserys and vegetable farms in 41 counties in 1976. The census project provides an accurate picture of the movement by agricultural families through the State. The backbone of the project is the field staff of 22 census takers. They are hired to canvass regions with which they are familiar.

Because census regions differ, each census taker has developed his or her own contacts. In addition to gathering information from State, private and community agencies and school districts, various citizens ranging from post office workers, merchants, clergy, police, conservationists, growers, Cooperative Extension agents and private citizens are contacted.

Based on information supplied by these sources, census takers visit labor camps, housing projects and individual homes. Parents of children and young adults up to age 21 fitting the BME's definition of "migrant" (based on definitions set by Title I, ESEA, Migrant, P.L. 89-750) are interviewed. Data involving each child's health and previously attended school are recorded. Additionally, a family profile is completed to identify the parents' address and place of work, when the family arrived at their present location and their planned departure date and destination.

The information is sent to the Census Office. The profiles are also sent to the appropriate MSRTS terminal and to the chief school administrator or contact person in the school district where the family lives. The MSRTS terminal operator is responsible for processing enrollments of the individual children on the MSRTS data bank. Records are maintained by the terminal operator for identification of children enrolled in BME-sponsored programs. The records also assist BME staff in promoting programs where needed.

The primary responsibility of the Census Office is providing BME staff with current information on migrant children in order that program planning, implementation and evalution can be strengthened.

The census staff provide biweekly updates of migrant child population statistics by county and school districts during the spring, summer and fall. These updates are sent to the school districts, day care centers, health, vocational and allied educational agencies serving migrant children. Also, county maps which pinpoint school districts with migrant child populations are updated weekly at the BME central office. These maps provide graphic illustration to the movement of children into and through-

out the State and are helpful to BME staff in identifying impacted school districts. Profiles of school districts are also developed by the census staff as an instrument to facilitate program planning.

During FY-76, census takers were assigned to 22 regions. The census regions varied in size from one to eight counties, depending on the anticipated population for the area. Each census taker works part-time in proportion to the region's size, the influx of families and the number of families establishing residence or "resettling" out of the migrant stream.

The identification of "intrastate" migratory children also received attention from the census takers. Many families in New York State move to different communities to secure dairy farm work. The migration of these families between communities and across school district boundaries make the children eligible for educational assistance provided in BME-sponsored programs.

The census project will continue supportive efforts by sharing census data with agencies already receiving the material and will continue its vital role in program planning.

The data on the following pages provide a statistical view of migrant children in New York during FY-76. Children are identified by school districts in the matrix. It shows the numbers of interstate true (T1), intrastate true (T2), and resettled (R3) in each school district. Totals are provided by the county in which the districts are located. (See pages 26-33.)

The two maps are graphic illustrations of totals of migrant children by county and of the home-base states of interstate (T1) children. (See pages 34 and 35.)

1976 CENSUS DATA - ELIGIBLE CHILDREN IDENTIFIED BY SCHOOL DISTRICT

Interstate (T1)
Intrastate (T2)
Resettled (R3)

| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Albany County | 4 | 3 | 3 |
| Berne-Knox | 0 | 2 | 3 |
| Guilderland | 1 | 0 | 0 |
| Ravena-Coeymans | 0 | 1 | 0 |
| Voorheesville | 3 | 0 | 0 |
| Allegany County | 0 | 0 | 14 |
| Angelica | 0 | 0 | 2 |
| Fillmore | 0 | 0 | 12 |
| Broome County | 0 | 8 | 28 |
| Deposit | 0 | 3 | 10 |
| Harpursville | 0 | 2 | 16 |
| Whitney Point | 0 | 3 | 2 |
| Cattaraugus County | 0 | 0 | 17 |
| Gowanda | 0 | 0 | 17 |
| Cayuga County | 19 | 36 | 50 |
| Auburn-Genesee | 0 | 3 | 0 |
| Cato-Meridian | 0 | 0 | 9 |
| Moravia | 4 | 2 | 0 |
| Port Byron | 0 | 0 | 4 |
| Southern Cayuga | 15 | 13 | 6 |
| Union Springs | 0 | 18 | 23 |
| Weedsport | 0 | 0 | 8 |
| Chautauqua County | 70 | 25 | 269 |
| Brocton | 9 | 3 | 7 |
| Dunkirk | 53 | 4 | 183 |
| Forestville | 0 | 4 | 0 |
| Fredonia | 0 | 5 | 6 |
| Ripley | 0 | 0 | 45 |
| Silver Creek | 3 | 0 | 18 |
| Westfield | 5 | 9 | 10 |
| Chemung County | 0 | 3 | 13 |
| Elmira | 0 | 0 | 11 |
| Elmira Heights | 0 | 0 | 2 |
| Horseheads | 0 | 3 | 0 |
| Chenango County | 7 | 43 | 44 |
| Bainbridge | 0 | 0 | 8 |

| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Chenango County, Cont. | 7 | 43 | 44 |
| Mt. Upton | 0 | 0 | 12 |
| New Berlin | 0 | 1 | 2 |
| Norwich | 6 | 3 | 2 |
| Oxford | 0 | 4 | 0 |
| Sherburne | 1 | 35 | 20 |
| Clinton County | 13 | 13 | 15 |
| Beekmantown | 4 | 7 | 2 |
| Chazy | 0 | 5 | 7 |
| Northeastern Clinton | 6 | 1 | 2 |
| Peru | 3 | 0 | 4 |
| Columbia County | 51 | 145 | 109 |
| Chatham | 6 | 28 | 28 |
| Copake-Taconic Hills | 8 | 51 | 27 |
| Germantown | 13 | 10 | 1 |
| Hudson | 16 | 42 | 39 |
| Ichabod Crane | 8 | 11 | 14 |
| New Labanon | 0 | 3 | 0 |
| Cortland County | 5 | 11 | 19 |
| Cortland | 5 | 0 | 4 |
| Homer | 0 | 3 | 8 |
| Marathon | 0 | 8 | 7 |
| Delaware County | 25 | 124 | 112 |
| Charlotte Valley | 4 | 9 | 7 |
| Delhi | 3 | 28 | 23 |
| Franklin | 2 | 9 | 13 |
| Grand Gorge | 0 | 0 | 4 |
| Hancock | 0 | 0 | 5 |
| Sidney | 0 | 0 | 3 |
| South Kortright | 12 | 40 | 39 |
| Stamford | 4 | 38 | 18 |
| Dutchess County | 43 | 112 | 178 |
| Arlington | 3 | 9 | 21 |
| Dover | 1 | 0 | 18 |
| Millbrook | 0 | 0 | 4 |
| Pawling | 0 | 7 | 1 |
| Pine Plains | 3 | 46 | 46 |
| Red Hook | 18 | 28 | 7 |
| Rhinebeck | 8 | 0 | 0 |
| Webutuck | 10 | 22 | 81 |
| Erie County | 20 | 10 | 48 |
| Lake Shore | 2 | 0 | 22 |
| North Collins | 18 | 10 | 26 |

| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Essex County | 0 | 5 | 10 |
| Elizabethtown | 0 | 0 | 2 |
| Lake Placid | 0 | 0 | 1 |
| Moriah | 0 | 0 | 2 |
| Ticonderoga | 0 | 4 | 0 |
| Westport | 0 | 1 | 1 |
| Willsboro | 0 | 0 | 4 |
| Franklin County | 3 | 10 | 13 |
| Chateaugay | 3 | 2 | 3 |
| Malone | 0 | 8 | 10 |
| Fulton County | 0 | 1 | 3 |
| Johnstown | 0 | 1 | 3 |
| Genesee County | 18 | 72 | 166 |
| Alexander | 4 | 11 | 22 |
| Batavia | 6 | 22 | 88 |
| Byron-Bergen | 5 | 2 | 20 |
| Elba | 1 | 18 | 20 |
| LeRoy | 2 | 6 | 2 |
| Pavilion | 0 | 13 | 5 |
| Pembroke | 0 | 0 | 2 |
| Oakfield-Alabama | 0 | 0 | 7 |
| Greene County | 2 | 3 | 0 |
| Coxsackie-Athens | 2 | 0 | 0 |
| Windham-Ashland | 0 | 3 | 0 |
| Herkimer County | 2 | 49 | 47 |
| Dolgeville | 0 | 12 | 2 |
| Frankfort-Schuyler | 0 | 0 | 8 |
| Ilion | 0 | 4 | 0 |
| Little Falls | 2 | 4 | 7 |
| Mohawk | 0 | 5 | 0 |
| Mt. Markham | 0 | 18 | 9 |
| Owen D. Young | 0 | 1 | 11 |
| Poland | 0 | 5 | 4 |
| West Canada | 0 | 0 | 6 |
| Jefferson County | 7 | 40 | 70 |
| Belleville | 2 | 10 | 5 |
| Hounsfield | 0 | 0 | 9 |
| Indian River | 0 | 8 | 18 |
| Lyme | 5 | 15 | 20 |
| South Jefferson | 0 | 7 | 17 |
| Watertown | 0 | 0 | 1 |

| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Livingston County | 3 | 26 | 77 |
| Avon | 3 | 17 | 33 |
| Dansville | 0 | 9 | 44 |
| Madison County | 6 | 72 | 46 |
| Brookfield | 0 | 3 | 4 |
| Cazenovia | 0 | 8 | 7 |
| Chittenango | 0 | 25 | 13 |
| Hamilton | 0 | 3 | 2 |
| Madison | 2 | 4 | 1 |
| Morrisville | 0 | 2 | 0 |
| Oneida | 4 | 6 | 6 |
| Stockbridge Valley | 0 | 21 | 13 |
| Monroe County | 126 | 5 | 7 |
| Brockport | 92 | 5 | 7 |
| Hilton | 33 | 0 | 0 |
| Rochester | 1 | 0 | 0 |
| Montgomery County | 0 | 48 | 55 |
| Amsterdam | 0 | 3 | 0 |
| Canajoharie | 0 | 22 | 13 |
| Fonda-Fultonville | 0 | 6 | 10 |
| Fort Plain | 0 | 2 | 5 |
| St. Johnsville | 0 | 15 | 27 |
| Niagara County | 124 | 21 | 76 |
| Barker | 40 | 0 | 23 |
| Lewiston-Porter | 5 | 0 | 6 |
| Lockport | 9 | 6 | 23 |
| Newfane | 50 | 5 | 16 |
| Niagara Falls | 2 | 0 | 0 |
| Royalton-Hartland | 0 | 10 | 0 |
| Wilson | 18 | 0 | 8 |
| Oneida County | 0 | 60 | 48 |
| Adirondack | 0 | 1 | 0 |
| Clinton | 0 | 19 | 3 |
| Holland Patent | 0 | 3 | 4 |
| Oriskany | 0 | 5 | 0 |
| Sauquoit | 0 | 1 | 3 |
| Sherrill | 0 | 1 | 6 |
| Utica | 0 | 1 | 6 |
| Waterville | 0 | 8 | 26 |
| Westmoreland | 0 | 4 | 0 |
| Whitesboro | 0 | 17 | 0 |
| Onondaga County | 2 | 33 | 63 |
| Fabius-Pompey | 0 | 7 | 22 |

| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Onondaga County, Cont. | 2 | 33 | 63 |
| Fayetteville-Manlius | 0 | 4 | 2 |
| Jordan-Elbridge | 0 | 6 | 0 |
| Lafayette | 0 | 8 | 0 |
| Marcellus | 1 | 0 | 1 |
| North Syracuse | 0 | 3 | 0 |
| Skaneateles | 0 | 3 | 14 |
| Tully | 1 | 2 | 24 |
| Ontario County | 91 | 6 | 32 |
| East Bloomfield | 45 | 6 | 32 |
| Marcus Whitman | 46 | 0 | 0 |
| Orange County | 369 | 55 | 167 |
| Florida | 123 | 5 | 25 |
| Goshen | 22 | 9 | 38 |
| Middletown | 5 | 16 | 16 |
| Minisink Valley | 10 | 13 | 45 |
| Pine Bush | 0 | 0 | 1 |
| Warwick Valley | 209 | 7 | 42 |
| Washingtonville | 0 | 5 | 0 |
| Orleans County | 196 | 62 | 194 |
| Albion | 56 | 38 | 98 |
| Holley | 22 | 9 | 19 |
| Kendall | 67 | 4 | 18 |
| Lyndonville | 25 | 8 | 42 |
| Medina | 26 | 3 | 17 |
| Oswego County | 14 | 21 | 19 |
| Altmar-Parish | 0 | 5 | 0 |
| Fulton | 0 | 6 | 0 |
| Hannibal | 1 | 0 | 9 |
| Oswego | 1 | 5 | 2 |
| Phoenix | 12 | 0 | 7 |
| Pulaski | 0 | 2 | 1 |
| Sandy Creek | 0 | 3 | 0 |
| Otsego County | 2 | 106 | 120 |
| Cherry Valley | 0 | 2 | 23 |
| Cooperstown | 0 | 20 | 4 |
| Edmeston | 0 | 9 | 7 |
| Gilbertsville | 0 | 3 | 2 |
| Laurens | 0 | 6 | 9 |
| Milford | 0 | 5 | 20 |
| Morris | 0 | 8 | 9 |
| Oneonta | 0 | 6 | 1 |
| Richfield Springs | 0 | 13 | 19 |
| Schenevus | 0 | 10 | 10 |

| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Otsego County, Cont. | 2 | 106 | 0 |
| Springfield Center | 0 | 15 | 12 |
| Unatego | 2 | 9 | 4 |
| Putnam County | 38 | 0 | 0 |
| Carmel | 38 | 0 | 0 |
| Rensselaer County | 6 | 13 | 4 |
| East Greenbush | 6 | 0 | 0 |
| Hoosick Falls | 0 | 5 | 0 |
| Schodack | 0 | 8 | 4 |
| Saratoga County | 4 | 5 | 23 |
| Burnt Hills | 0 | 0 | 4 |
| Galway | 0 | 0 | 5 |
| Schuylerville | 4 | 2 | 8 |
| Shenendehowa | 0 | 0 | 2 |
| South Glens Falls | 0 | 0 | 4 |
| Stillwater | 0 | 3 | 0 |
| Schenectady County | 0 | 3 | 6 |
| Schalmont | 0 | 3 | 1 |
| Schenectady | 0 | 0 | 5 |
| Schoharie County | 1 | 14 | 4 |
| Cobleskill | 0 | 0 | 2 |
| Gilboa-Conesville | 0 | 7 | 0 |
| Jefferson | 0 | 3 | 0 |
| Richmondville | 0 | 4 | 0 |
| Sharon Springs | 1 | 0 | 2 |
| Schuyler County | 1 | 4 | 17 |
| Odessa-Montour Falls | 1 | 0 | 12 |
| Watkins Glen | 0 | 4 | 5 |
| St. Lawrence County | 0 | 0 | 3 |
| Heuvelton | 0 | 0 | 3 |
| Steuben County | 48 | 2 | 35 |
| Arkport | 18 | 0 | 3 |
| Avoca | 1 | 0 | 13 |
| Bath | 0 | 2 | 5 |
| Campbell | 0 | 0 | 1 |
| Cohocton | 6 | 0 | 6 |
| Troupsburg | 0 | 0 | 3 |
| Wayland | 23 | 0 | 4 |

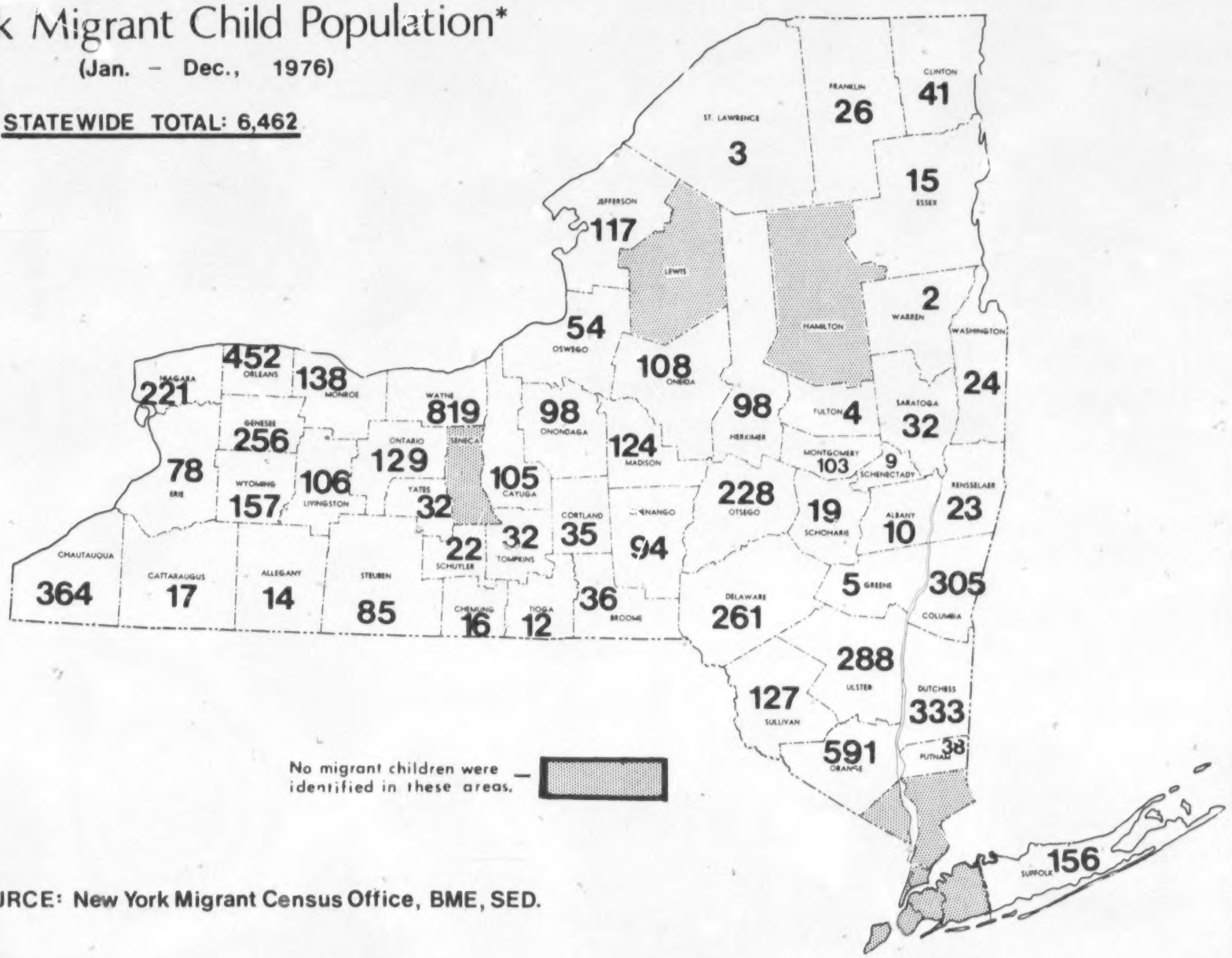
| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Suffolk County | 48 | 6 | 102 |
| Center Moriches | 0 | 0 | 8 |
| East Moriches | 0 | 0 | 13 |
| Eastport | 0 | 0 | 2 |
| Greenport | 0 | 0 | 5 |
| Mattituck-Cutchoque | 6 | 0 | 0 |
| Patchoque | 0 | 0 | 5 |
| Quoque | 0 | 0 | 3 |
| Riverhead | 33 | 6 | 51 |
| Southampton | 0 | 0 | 9 |
| Southold | 9 | 0 | 6 |
| Sullivan County | 6 | 13 | 108 |
| Fallsburg | 6 | 2 | 20 |
| Jeffersonville-Youngsville | 0 | 8 | 20 |
| Liberty | 0 | 0 | 34 |
| Livingston Manor | 0 | 0 | 8 |
| Monticello | 0 | 0 | 18 |
| Tri Valley | 0 | 3 | 8 |
| Tioga County | 1 | 0 | 11 |
| Owego-Apalachin | 1 | 0 | 0 |
| Spencer-Van Etten | 0 | 0 | 10 |
| Tioga Center | 0 | 0 | 1 |
| Tompkins County | 0 | 21 | 11 |
| Dryden | 0 | 7 | 4 |
| Lansing | 0 | 12 | 0 |
| Trumansburg | 0 | 2 | 7 |
| Ulster County | 99 | 74 | 115 |
| Ellenville | 4 | 6 | 10 |
| Highland | 12 | 7 | 47 |
| Kingston | 11 | 0 | 2 |
| Marlboro | 27 | 16 | 15 |
| New Paltz | 7 | 20 | 7 |
| Rondout Valley | 29 | 16 | 3 |
| Saugerties | 1 | 2 | 4 |
| Wallkill | 8 | 7 | 27 |
| Warren County | | | |
| Queensbury | 0 | 0 | 2 |
| Washington County | 0 | 13 | 11 |
| Granville | 0 | 3 | 0 |
| Putnam Station | 0 | 6 | 6 |
| Salem | 0 | 4 | 5 |

| COUNTY/SCHOOL DISTRICTS | T1 | T2 | R3 |
|---|---|---|---|
| Wayne County | 459 | 27 | 333 |
| Clyde-Savannah | 32 | 0 | 39 |
| Lyons | 21 | 3 | 11 |
| Marion | 5 | 0 | 2 |
| Newark | 11 | 0 | 8 |
| North Rose-Wolcott | 111 | 7 | 45 |
| Red Creek | 11 | 0 | 6 |
| Sodus | 144 | 6 | 150 |
| Wayne | 16 | 0 | 8 |
| Williamson | 108 | 11 | 64 |
| Wyoming County | 103 | 31 | 23 |
| Attica | 0 | 5 | 1 |
| Letchworth | 95 | 4 | 15 |
| Perry | 0 | 14 | 0 |
| Warsaw | 8 | 0 | 0 |
| Wyoming | 0 | 8 | 7 |
| Yates County | | | |
| Penn Yan | 32 | 0 | 0 |
| STATEWIDE TOTAL (6,462) | 2,068 | 1,454 | 2,940 |

# Peak Migrant Child Population*

(Jan. – Dec., 1976)

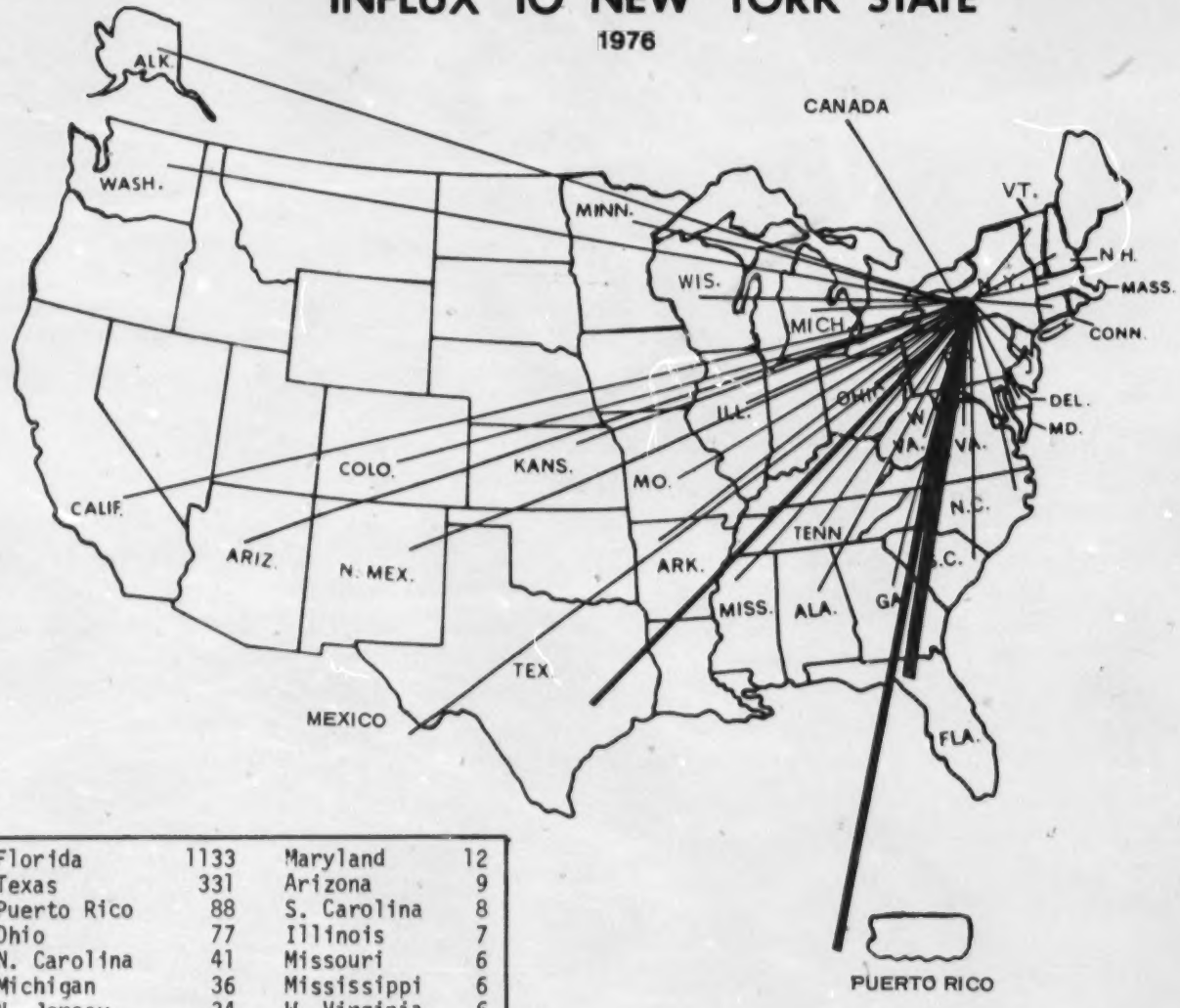
**STATEWIDE TOTAL: 6,462**




*SOURCE: New York Migrant Census Office, BME, SED.

# INTERSTATE MIGRANT CHILD INFLUX TO NEW YORK STATE

1976

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|---|---|---|---|
| Florida | 1133 | Maryland | 12 |
| Texas | 331 | Arizona | 9 |
| Puerto Rico | 88 | S. Carolina | 8 |
| Ohio | 77 | Illinois | 7 |
| N. Carolina | 41 | Missouri | 6 |
| Michigan | 36 | Mississippi | 6 |
| N. Jersey | 34 | W. Virginia | 6 |
| Alabama | 29 | Arkansas | 5 |
| Connecticut | 29 | N. Hampshire | 5 |
| Canada | 29 | Wisconsin | 5 |
| Pennsylvania | 28 | Alaska | 3 |
| Virginia | 27 | Colorado | 3 |
| Georgia | 25 | Hong Kong | 2 |
| Vermont | 24 | Laos | 2 |
| Massachusetts | 23 | S. America | 2 |
| Delaware | 15 | Kansas | 1 |
| Mexico | 15 | Minnesota | 1 |
| California | 14 | Tennessee | 1 |
| Washington | 13 | | |

**Homebase States**

# MSRTS

The Migrant Student Record Transfer System (MSRTS) utilizes three terminals and a Coordinator/Trainer in New York State.

The terminals, located at the Orleans-Niagara BOCES in Medina, the Ulster County BOCES in New Paltz, and the Wayne County BOCES in Williamson, are part of a national network of 130 terminals in 48 states tied into a computer bank in Little Rock, Arkansas. The three terminals relate to approximately 140 school districts involved with migrant children in Bureau-sponsored programs. The terminal operators are responsibile for record initiation and for updating and withdrawal of pertinent education and medical information for each child enrolled through the Arkansas data bank.

The MSRTS Coordinator/Trainer provided support service to Local Educational Agencies (LEA's) to increase their utilization and understanding of the Migrant Student Record Transfer System. Special emphasis was directed toward the expanding TOPS projects. The Coordinator/Trainer conducted workshops for TOPS tutors to familiarize them with MSRTS and facilitated interaction between tutors and regular school personnel to increase utilization of MSRTS records. Additional functions of the Coordinator/Trainer include coordinating operations of the State's three migrant terminals and increasing general awareness of the MSRTS role in migrant education.

Every effort was made to meet specific MSRTS needs of BME staff and project personnel. Routine requests for orientation and training were handled through the migrant terminals. To increase MSRTS field service, 1 week per month was spent in each of the State's three migrant regions.

Periodic checks of terminal records showed an increase in student information reported by LEA's. The data were also more complete and up to date. MSRTS information from out-of-state programs was available more often on student records and provided assistance in determining academic and health needs. Ongoing Coordinator/Trainer

activities will place more emphasis on utilization of such data for effective planning toward continuity of education for migrant children.

# Bilingual Education

The main objective of this project involved teacher training, recruitment and collection and categorizing of resource materials in bilingual education for migrant children.

Two workshops on the meaning of bilingual education were given to TOPS Centers at Brockport, and Westhampton Beach (Suffolk BOCES) during FY-76. A 5-day workshop in SUC New Paltz was coordinated by the project director and attracted 22 persons from 12 migrant projects in New York State. The program included English as a Second Language, Spanish as a Second Language for monolingual students, Reading in Spanish for the bilingual students and either Mexican-American or Puerto Rican history and culture. Two college credits were given to participants satisfactorily completing the course.

In the area of recruitment, brochures describing programs with non-English and limited-English-speaking children, location and need for qualified, experienced bilingual personnel for summer migrant programs were distributed across the State. Fifty-three resumes were submitted and sent to schools that the applicants selected.

Three meetings were arranged with bilingual personnel in different areas of the State and directors of migrant programs in order to attract local biligual teachers to work in the summer migrant programs. Under materials acquisition, the final booklet of The Puerto Rican Resource Units and the first draft of The Mexican-American Resource Units were compiled. The Puerto Rican Resource Units have been disseminated to school districts. Over 1,700 items of the resource library for

teachers of migrant children have been cataloged. The annotated bibliography of these holdings will be completed in the fiscal 1977 project year. Although the annotations have not been completed, the resource library is being utilized by teachers and tutors of migrant children. During FY-76, materials were loaned to 32 persons.

The first draft of annotations in the following specific areas have been completed:

- ESL
- Curriculum
- English Readers
- Spanish Library Reading
- Math-Spanish
- Preschool
- Adult Education
- Social Studies
- Linguistic Readers
- Activities
- Math-English
- H.S. Equivalency
- Science
- Spanish Reading Series
- Library Reading
- Puerto Rico
- Dictionaries

To be completed:

- Spanish Library Reading
- Tests
- Tapes & Cassettes
- Kits
- Reference
- Mexican
- Records
- Bibliographies
- Spanish Grammar and Phonics
- Filmstrips
- Mexican-American
- Puzzles
- Posters

# Communications

Improving communication among New York State's migrant education program personnel and sharing information about the State's migrant education activities were the objectives of the Migrant Program Communication Project (MPC) during FY-76. The MPC was designed along Federal Title I guidelines for design of reports and dissemination of information, and operated under the auspices of the BME.

The establishment of such a project was based upon several needs. The need for developing information about the statewide migrant education program for intrastate and interstate dissemination has long been apparent. Also, LEA's have needed assis-

tance in developing information about their programs. Moreover, there was no coordinated effort to increase awareness of migrant educators and administrators in the State about methods, materials and operators of migrant education programs in other parts of the State and across the nation.

By establishing a dissemination project and utilizing a professional communications specialist, these challenges were addressed. The services of the project were made available to the BME and its supportive services as well as to the LEA's and migrant programs across the State.

Various activities were undertaken to keep educators up to date on both statewide and national aspects of migrant education and related topics through a monthly news service and periodic mailings of information on migrant programs in other states.

LEA's were also afforded technical assistance in developing materials concerning their programs. THE MPC has offered publishing assistance including writing, photography and design. Assistance was also provided to programs in developing brochures, slide-tape presentations and displays.

The BME and its regional offices received a variety of assistance from the MPC. Among the activities were preparation of reports and visuals for USOE and Board of Regents; development of forms and other materials used by the BME staff; supply of films and audio-visual materials for regional and statewide meetings; coordination of regional and statewide conferences; production and coordination of articles to State and national publications and development of maps for tracking interstate movement of migrant children.

Major publications during FY-76 by the MPC include: "Fill Swings-Feed Minds," the fiscal 1975 report of programs for children of migrant farmworkers of New York State; "The Mathematics Skill Acquisition Report"; "The Migrant Tutorial Ideas Handbook"; and "Migrant Early Childhood Education: An Overview."

MPC also established linkage with ERIC/CRESS as the principal source of program information on migrant education in New York State. This will enable educators and

interested persons around the country greater access to information on New York's efforts to meet the needs of migrant children.

A permanent mobile display which depicts the TOPS network in New York State was developed for and unveiled at the 1976 National Conference of Migrant Education in Philadelphia, Pennsylvania. Since its initial presentation, the display has traveled extensively in New York State to meetings and conferences. The display allows the viewers to rapidly grasp the extensive outreach capabilities of the TOPS program in reaching many widely scattered school districts with small migrant populations. A slide-tape program was also developed to accompany the display which focuses on the programmatic aspects of TOPS.

MPC continued publishing a monthly newsletter for the Migrant Census Office and maintained a bibliography of State and national publications on migrant education. It is anticipated MPC will initiate a monthly statewide newsletter focusing on the informational needs of the TOPS network.

# Health Education

The importance of good health and proper health sustaining practices for migrant children received attention during FY-76 through the funding of both special health projects and health education components in summer school programs.

National research on dietary habits of migrant children indicated severe dietary deficiencies among migrant children. A project which has operated for several years, The Migrant Nutrition Education Program, sponsored through Cornell University's Cooperative Extension Service, has tried to alleviate this problem through counseling migrant homemakers. Migrant homemakers were trained as paraprofessional aides so that they could teach nutrition education to their migrant peers. The aides presented

nutrition information to families in terms of meal planning, food purchase and preparation, uses of available fruits and vegetables, infant nutrition and pesticide education.

This program operated in Wayne and Chautauqua Counties with black and Spanish-speaking migrant populations. Skills acquired by the migrant nutrition aides were also utilized in their home-base states, mainly Florida. This program broadened nutrition knowledge among migrant homemakers and improved their everyday practices of food preparation and food safety which are essential for good health. The aides also visited summer schools, demonstrating to children the importance of good nutritional habits.

# Interstate Cooperation

Through support of the MSRTS and several other special projects, New York State continues to foster interstate cooperation. Among the projects supported during FY-76 were Puerto Rican Coordinator project, Florida Teacher Exchange, Florida Nutrition Aides program, Texas Child Migrant program, and attendance at regional and national workshops.

*Puerto-Rican Coordinator*

Coordination of educational services for migrant children from Puerto Rico living temporarily in New York is the purpose of this interstate activity. A consultant from the Puerto Rico Department of Education conducted the following activities while based in the New York State Education Department: 1) orientation to curriculum materials from Puerto Rico to New York teachers, 2) recruitment of teachers from Puerto Rico, 3) production and translation of special teaching materials for Puerto Rican students, and 4) liaison activities with State and Federal agencies and local communities. The

overall project goal: to provide a maximum of continuity in educational experiences offered to Puerto Rican migrant children.

*Florida Teacher Exchange*

The Florida Teacher Exchange program gave migrant teachers an opportunity to share with their children the experience of meeting educational and life adjustment situations first hand. Developed by the Florida and New York State Education Departments, the Florida Teacher Exchange was a model in providing educational continuity to migrant children and in providing teachers a unique inservice experience. In 1976, 22 teachers from the Florida Migratory Child Compensatory Program (FMCCP) were assigned to teach within 10 separate New York migrant summer school programs for 7 weeks. FMCCP teachers conducted classes in language arts, mathematics, reading, arts and crafts, outdoor education, pesticide education and nutrition education. More than one-half of New York's interstate children come from Florida. By conducting classes in New York summer schools, the FMCCP teachers provided children with a continuity of education never before experienced.

The Florida Teacher Exchange project provided an opportunity for both host teachers and visiting teachers to share ideas, practices and techniques used in their classrooms, thereby helping to increase continuity between the educational programs that serve migrant children. Plans are being made to continue the project.

*Nutrition Aides*

Many migrant families traveling between New York and Florida are more knowledgeable about safety and proper nutrition habits as the result of a Nutrition Aide program which is operated through the combined efforts of the Cooperative Extension Service in New York and Florida and the New York State Education Department. "In-Stream" migrant homemakers are trained to teach other migrant homemakers basic nutrition concepts, food buying, money management, food preparation and preservation, safe handling of food, and storage. The aides work with individuals and family groupings in New York during the summer and fall and in Florida during winter and spring.

This project helps many migrant hamemakers provide their families with more appetizing and nutritonally balanced meals. A series of teaching films on migrant nutrition are presently being developed cooperatively by the Education Department of New York and Florida.

*Texas Educator Exchange*

Professional educators from Texas have visited New York's Migrant Education Program annually since 1966 as program consultants for 8 weeks during the summer. They provide inservice training to teachers in summer schools that have Mexican-American migrant children. This interstate activity is designed to 1) share an understanding of better teaching methods and materials for Texas migrant children, 2) encourage Texas-based migrant children to participate in New York summer school programs, and 3) promote understanding of the problems confronting migrant children during the migrant cycle. New York is one of 20 cooperating states involved with Texas in this interstate project.

*Workshops*

BME staff participated in both the Eastern Regional Workshop and the Annual National Migrant Workshop. Through these workshops, new ideas were shared, problems explored, and information exchanged on programs among directors and staff on migrant education components in the 48 participating states.

# Summary

The activities described in the preceeding pages are indicative of the efforts undertaken by many dedicated persons to meet the unique educational needs of New York State's migrant children. Those needs are created because they move frequently, thus interrupting the continuity of educational programs offered by the traditional

school system.

The goal of New York State's migrant education effort is to provide each eligible child supplemental education programs that will best meet his or her assessed needs. Beyond the efforts to improve skills in reading, mathematics and bilingual education, efforts to improve health and nutrition, provide recreational activities and bolster positive self-concepts are important parts of the comprehensive programs undertaken. The educational programs are linked to the work of other State agencies which provide services to migrant children.

Programs designed to maximize teaching efforts to meet the needs of migrant children are developed in accordance with State and Federal guidelines. Tutorial instruction, summer schools, regular school supplemental programs, health education, bilingual education, career experience for adolescents and early childhood development programs are some of the specific services made available to migrant children.

It is hoped that the migrant education programs will provide an equal educational opportunity to migrant children so that they may participate fully in the mainstream of society.